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**Gifted and Talented Students**

**Primary Talent Pool Students**

**Procedures for Identification: Grades P – 3**

In accordance with the Kentucky Administrative Regulations, students shall be considered for the primary talent pool using a multifaceted screening and identification process, supported with appropriate documentation. The School Level Gifted Committee, in consultation with the (GT) Coordinator, shall review and evaluate the data to determine the eligibility of students’ grades Kindergarten through third in the areas of general intellectual aptitude, specific academic aptitude, creativity, leadership, and visual or performing arts.

Students identified for the PTP are considered *high potential learners.* Thesestudents typically represent the top percent of the student population in terms of the degree of demonstrated gifted characteristics and behaviors. These students require differentiated service experiences to further develop their interests and abilities. The following steps shall be taken to screen, identify, and instruct students identified as high potential learners in the primary grades.

**Screening**

All primary students (K-3) are eligible for screening. Screening measures are administered in the regular classroom setting by the classroom teacher and under the direction of the School Level Gifted Committee. Nominations and other documentation are submitted to the Committee for review. A Gifted Recommendation Committee shall review all documentation for students, including special populations (disabilities, exceptionalities, ethnic/minority, underachieving, or disadvantaged) to determine selection. The Gifted Recommendation Committee shall determine service options, location, and provider of services. Alternative behavior checklists and anecdotal measures will be used in special considerations for placement. The following measures may be used in the screening process.

* Sociogram for eligible areas
* Jot Down Screener for eligible areas
* Standardized Assessments
* Curriculum-Based Measures
* Anecdotal Records, and/or Observations

The identification process for PTP shall be considered open to provide ongoing opportunities for students to be considered as they progress through the primary grades. Nominations for screening may occur by parents, teachers, or other school personnel and be considered by the School Level Gifted Committee at any time throughout the school year.

**Evaluation**

Students identified through the screening process proceed through the evaluation process. The teachers complete the PTP Recommendation Form and submit it, along with pertinent documentation from the screening and other school and parent input, to the School Level Gifted Committee.

*A minimum of three pieces of data is required for consideration for PTP services.* Additional measures may include:

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# (Continued)

**Primary Talent Pool Students**

**Evaluation** (continued)

* Parent Observation Form
* Collection of evidence demonstrating student performance
* Continuous progress data
* Any available formal or informal assessment data
* Primary review committee recommendation
* Checklist inventories of behaviors specific to underachieving learners, disadvantaged learners, limited English proficient learners, or other underrepresented groups.
* Other valid and reliable documentation

**Procedures for Notification**

After students are selected for PTP, the Committee notifies parents/guardians by letter. Parents are asked to provide signed permission for participation. The Committee prepares an updated list of PTP participants and distributes it to appropriate school personnel. A survey obtaining information related to the interests, needs, and abilities of an identified student from his parent or guardian to determine appropriate services.

**Procedures for Instruction**

For a student in PTP, services shall be provided within the framework of the primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based upon the individual interests, needs, and abilities, including social and emotional, of the student. Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in the Kentucky Administrative Regulations. A recommendation for service shall be made on an individual basis dependent upon a student’s performance and/or demonstrated need.

The following instructional recommendations are provided but are not limited to, examples for instructing identified students.

* *Continuum of Services* embedded in general education program
* Differentiated instruction and flexible grouping by the general education teacher
  + Within Grade
  + Across Grades (advance to higher grades for acceleration in target subject areas
* Flexible instructional approaches
  + Independent Study
  + Research Projects
  + Mentorships
  + Focused Seminars
* Additional instruction for a designated time per week by a Humanities Teacher and/or Mentor in the areas of Creativity, Leadership, Visual and Performing Arts.

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# **GT Students**

**Procedures for Identification: Grades 4 – 12**

In accordance with the Kentucky Administrative Regulations, students shall be considered for all categories of gifted education using a multifaceted screening and identification process, supported with appropriate documentation. The School Level Gifted Committee, in consultation with the GT Coordinator, shall review and evaluate the data to determine the eligibility of students grades four through twelve in the areas of general intellectual aptitude, specific academic aptitude, creativity, leadership, and visual or performing arts.

**Initial Screening and Evaluation**

For identification of General Intellectual (GI) and Specific Academic Aptitudes, the OLSAT and MAP assessments, Scholastic testing (Social Studies) are administered to all fourth-grade students. Additional and differentiated measures of intelligence may be administered, especially in cases of variability in scores and for students of underrepresented and English as Second Language populations. If additional IQ or other formal tests are required, parents are informed and asked to sign permission prior to testing.

**Individual Evaluation**

Prior to selection or formal identification and placement of a student, the District must obtain written parental or guardian permission before administering an individual test to the student given as a follow-up to a test routinely administered to all students and used in formal identification.

Identification in the non-academic areas of Creativity, Leadership, and Visual and Performing Arts is also initiated in the fourth-grade year, utilizing a combination of formal and informal measures. All teacher questionnaires, student self-assessment surveys, and peer nomination instruments are completed in the regular classroom setting under the facilitation of the GT Coordinator and the School/District Level Gifted Committee Members.

Students identified through the Primary Talent Pool selection process and/or are receiving PTP services are evaluated for GT services in their identified talent area(s), and other areas as deemed appropriate through the screening process. A Gifted Recommendation Committee shall review all documentation for students, including special populations (disabilities, exceptionalities, ethnic/minority, underachieving, or disadvantaged) to determine selection. The Gifted Recommendation Committee shall determine service options, location, and provider of services. Alternative behavior checklists and anecdotal measures will be used in special considerations for placement.

**Nomination Process**

Parents, teachers, other school personnel, and students who observe GT characteristics of students in grades 4-12 may nominate said student for GT services. Once nominated, the GT coordinator will send a permission form with the student to be signed by parent or guardian allowing testing. The signed permission form will be sent to the classroom teacher within 10 days of receiving it. Once permission is obtained, the student will be evaluated according to procedures in the category for which he/she was nominated. Screenings, surveys, assessments, and auditions will be used as criteria to determine eligibility for GT services. All criteria must meet state regulations and county policy.

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**Ongoing Screening and Evaluation**

Beyond initial identification in fourth grade, screenings are conducted in grades 4 – 12 for students who have not yet been identified and may now demonstrate skills and/or activities that support eligibility for GT services. Further, nominations for screening may be made by parents, teachers, and/or other school personnel at any time. For those students who evidence exceptional skills in one or more of the GT areas, a formal evaluation is conducted in accordance with identification measures, documentation, and eligibility criteria.

Students who have been previously identified as GT in another Kentucky public school or in another state are eligible for services in Breathitt County subject to appropriate documentation and the review or creation of a Gifted Student Services Plan (GSSP). Students new to the Breathitt County Schools from out-of-state, parochial, private, or home schools are eligible to be screened for qualification for GT education services upon enrollment. A survey obtaining information related to the interests, needs, and abilities of an identified student from his parent or guardian to determine appropriate services.

**Parent Input**

GT Coordinator will send a survey home with the student for parent or guardian input. The survey will collect information related to the interests, needs, and abilities for an identified student for input on Gifted Student Service Plan (GSSP). Parents will have 10 days to return the survey to the classroom teacher. GT coordinator will collect the survey. The information provided will be used to determine appropriate services.

**GT Students**

**Selection Documentation and Criteria**

**General Intellectual**: Students who possess either the potential for or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability, and the analysis, synthesis, and evaluation of information. Further, they exhibit a consistently outstanding mental capacity as compared to other children of similar age, experience, or environment.

**Must have:**

* a full-scale intellectual assessment at 9th Stanine and above

**May also include:**

* High performance on additional individual or group intellectual assessment;
* Observation of applied advanced reasoning ability; or
* Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.

**Specific Academic**: Students who possess either the potential for or the demonstrated ability to perform at an exceptionally high level in one, or a few related, specific academic areas significantly beyond children of similar age, experience, or environment. Students may be considered for specific academic aptitude in reading, math, science, and social studies.

**Must have:**

composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test in areas of English language arts , math ,science, and social studies

* **May also include:**
* High performance on an additional individual or group test of academic aptitude;
* Student awards or critiques of performances;
* Off-level testing;
* Portfolio of high academic performances; or
* Student progress data.

**Creativity:** Students who possess either the potential for or the demonstrated ability to perform at an exceptionally high level in creative thinking, specifically devising divergent approaches to conventional tasks through innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

**Must have:**

* Torrance Test for Creative Thinking – Figural (TCCT) at 9th Stanine or above

**May also include:**

* Creative writing samples;
* High scores on tests of creative ability (e.g., Williams or Torrance, etc.);
* Behavioral checklists or observations specific to creative behavior; or
* Observation of original ideas, products or problem-solving.
* Parent interview or questionnaire
* Self-nomination or petition system

**Leadership:** Students who possess either the potential for or the demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability. Further, they possess the ability, or vision, to set goals and organize others to reach those goals.

**Must have:**

* Jot Down Screener OR Sociogram for Leadership
* Examples of present Leadership Roles in classroom, school, and community

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# (Continued)

**GT Students**

**Leadership (continued)**

**May also include:**

* Self-nomination or petition system
* Teacher Checklist for Leadership
* Parent interview or questionnaire
* Peer Identification Checklist

**Visual or Performing Arts**: Students who possess either the potential for or the demonstrated ability to perform at an exceptionally high level in the visual or performing arts, including outstanding esthetic production, accomplishment, or creativity in visual art, dance, music, or drama.

**Must have: *Visual Arts***

* Portfolio documenting four to six entries. Portfolio criterion is met if the review by a special and professional artist states there is sufficient evidence pertaining to creativity and originality, expressive areas of content, skillful use of elements and principles, appropriate techniques with tools or materials, overall quality, and evidence of concentration and personal commitment.
* The letter of recommendation must describe evidence of a performance. The criterion is met if letters are submitted indicating a high interest and ability in one (1) or more specific area.

***Performing Arts***

* Gifted Education Evaluation Form for Performing Arts applications
* Evidence of vocal, instrumental, dance, or drama abilities and interest: Candidates may submit a portfolio that includes a video performance of programs/rehearsals (not to exceed 20 minutes). Portfolios and products are assessed by specialists or professional artists and will score student portfolios.

**May also include:**

Evidence of personal commitment including:

* + Vocal or instrumental: Selected for Governor's School for the Arts. All-District or All-State Band or Chorus or has successfully completed (at a high level) a special audition.
  + Dance: Selected, through the auditioning process, to participate in a school/institute for dance or successfully created (at a high level) a videotape or on-demand performance.
  + Drama: Received a superior rating in a state, regional, or district-level performance or successfully completed (at a high level) an on-demand performance.

**May also include:**

* Teacher Checklist for Visual and Performing Arts
* Parent Checklist
* Student Interest Inventory
* Portfolio Assessment
* Art
  + Art Checklist
  + Student Artwork created outside of class
  + Independent Study in a specific art medium
* Music
* Music Checklist
* Auditions
* Rewards or Performance Critiques
* Assessment by Specialists or Professional Artists

# CURRICULUM AND INSTRUCTION 08.132 AP.1

# (Continued)

**GT Students**

**Visual or Performing Arts (continued)**

* Dance
  + Dance Checklist
  + Auditions
  + Rewards or Performance Critiques from Dance Competitions
  + Assessment by Specialists or Professional Artists
* Drama
  + - * Drama Checklist
      * Auditions
      * Documentation of Performance in co-curricular or extra-curricular productions
      * Assessment by Specialists or Professional Artists

While the above measures constitute the basic components of the identification process, other documentation may be utilized in addition to or in lieu of the aforementioned measures in accordance with Kentucky Administrative Regulations. Additional measures may include:

* A collection of evidence from portfolios demonstrating student performance
* Checklist inventories of behaviors specific to underachieving or disadvantaged learners
* Off-level testing
* Continuous progress data
* Anecdotal records
* Primary review committee recommendation for those entering the fourth grade
* Self-nomination or petition system
* Student awards or critiques of performance or products specific to gifted categories
* Creative writing samples
* Observations of original ideas, products or problem-solving
* Offices held by students in extracurricular activities and class government
* Other valid and reliable documentation

# CURRICULUM AND INSTRUCTION 08.132 AP.1

# (Continued)

**GT Students**

**Procedures for Notification**

After students are selected for GT services, the Committee notifies parents/guardians by formal letter with documentation in identified areas of eligibility. Parents are asked to provide signed permission for participation. The Committee prepares an updated list of students and distributes it to appropriate school personnel.

Once each semester (twice each school year), parents receive a progress report related to the goals of the Gifted Student Services Plan. Once every two (2) years, parents are asked to complete a student learning profile to assist the school in designing the service plan.

**Procedures for Instruction**

**Services**

In accordance with the Kentucky Administrative Regulations, parents of students identified as GT shall be provided with an annual Gifted Student Services Plan that matches the student’s interests, needs, and readiness to differentiated service options. Service options for the formally identified gifted learner shall be described in the plan and shall be qualitatively differentiated from those provided in the standard curriculum.

**Curriculum**

Each school shall provide a differentiated curriculum with multiple service delivery options in accordance with Kentucky Administrative Regulations. Curricular materials shall be designed to challenge the identified gifted learner to further develop the diagnosed talent and/or area of giftedness. The following instructional recommendations are provided, but are not limited to, examples for students identified in the areas of general intellectual and/or specific academic.

* Differentiated instruction (level and pace of assignments) and flexible “cluster” groups that incorporate “advanced level analysis, synthesis, evaluation”
* Teacher-led discussion groups with critical thinking/problem solving
* Pull out, rotation, flexible time
* Flexible instructional approaches
* Independent Study
* Research Projects
* Mentorships
* Focused Seminars with Expert Speakers
* Special Interest Clubs/Teams
* Involvement in community services/organizations
* Email contact with experts in career interest areas
* Competitions and other similar activities
* Honors/Advanced Placement Classes

# CURRICULUM AND INSTRUCTION 08.132 AP.1

# (Continued)

**GT Students**

**Curriculum (continued)**

* Grade or Subject Acceleration
* Distance Learning/Internet Courses
* Summer Programs

The following instructional recommendations are provided, but not limited to, examples for students identified in the areas of creativity, leadership, and visual or performing arts.

* Enrichment during the School Day
* Independent Study
* Mentorships
* Focused Seminars with Expert Speakers
* Special Interest Clubs/Teams
* Involvement in community services/organizations
* Email contact with experts in career interest areas
* Competitions and other similar activities (Future Problem Solving Teams, etc.)
* Advanced Placements (in Art History, Music, Studio Art)
* Distance Learning/Internet Coursework (Arts)

**Program Evaluation**

Performance data shall be collected by the GT Coordinator as directed by administrative regulation for annual submission to the Kentucky Department of Education.

Procedures need to be created for the criteria stated in Section 5:

(a) Overall student progress;

(b) Student, parent, and faculty attitudes toward the program;

(c) Community involvement;

(d) Cost effectiveness;

(e) The incorporation of gifted education into the regular school program;

(f) Overall quality of instruction and program personnel credentials; and

(g) Future program directions and modifications.

Each year the GT Coordinator shall be responsible for collecting data required for the annual report and submit it to the Superintendent for his/her information prior to forwarding it to the Kentucky Department of Education. School data shall be shared with the Principal and School Level Gifted Committee.

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# (Continued)

**GT Students**

**Procedural Safeguards and Grievances**

Parents and/or students (Grades P-12) may petition for the identification or may appeal for non-identification or appropriateness of services.

1. The appealing party shall submit in writing to the GT Coordinator specifically why s/he believes that screening results are not accurate or talent pool services or service options in the GT student services plan are not appropriate and why an exception should be made or reconsideration given.
2. The GT Coordinator shall compile student data and present that along with the petition or appeal to the Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the non-availability of appropriate service options, the Committee shall consult with the school council.
4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
5. S/he may participate in the program as soon as the parent or guardian signs the required permission form.
6. A change in either the GT GSSP plan or provision of services shall be made in a timely manner.
7. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
8. The Superintendent’s decision is final.

Parents who question the appropriateness of services should first confer with the teacher to communicate specific concerns about the services. If the parent/guardian continues to have concerns, the parent/guardian shall submit in writing to the Principal specifically why s/he believes the services provided are not appropriate. If the parent/guardian feels his/her concerns have not been addressed, the parent/guardian shall begin the formal appeals process.

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# (Continued)

**ANNUAL PROGRAM EVALUATION PROCEDURE**

* Breathitt County School District’s GT Coordinator will conduct an annual program evaluation. The evaluation will follow the process listed below:
* Overall student progress will be evaluated each school year by the GT coordinator using the progress reports completed by the classroom teachers each semester.
* Student, parent, and faculty attitudes toward the program will be made available through a google form survey and analyzed by GT coordinator.
* Future Programming District Committee Meeting consisting of the GT Coordinator, district curriculum supervisor, various principals and teachers, will be held each school year to discuss overall student progress, stakeholders’ surveys, community involvement, cost effectiveness, incorporation of gifted education into the regular program, overall quality of instruction and program personnel credentials. Modifications and/or new directions to the program will be made where the committee members agree they are necessary.
* Data collected in the annual program evaluation shall be utilized in the district instructional planning process.
* The annual program evaluation will be presented to the School Based Decision-Making councils at each school; as well as, the Breathitt County Board of Education GT Coordinator each school year.

     